





What does the *Gradual Release of Responsibility Model* look and sound like?

Research shows that optimal learning is achieved when teachers use the *Gradual Release of Responsibility Model* of instruction.

Teaching Phase	Teacher Behavior	Learner Behavior
Demonstration 	<ul style="list-style-type: none"> • Initiates • Models • Explains • Thinks aloud • Shows “how to do it” 	<ul style="list-style-type: none"> • Listens • Observes • May participate on a limited basis
Guided Practice 	<ul style="list-style-type: none"> • Demonstrates • Leads • Suggests • Explains • Responds • Acknowledges 	<ul style="list-style-type: none"> • Listens • Interacts • Questions • Collaborates • Responds • Tries out • Approximates • Participates

TEACHER HANDS OVER RESPONSIBILITY

Teaching Phase	Learner Behavior	Teacher Behavior
Independent Practice 	<ul style="list-style-type: none"> • Applies learning • Takes charge • Practices • Problem solves • Approximates • Self-corrects 	<ul style="list-style-type: none"> • Scaffolds • Validates • Teaches as needed • Evaluates • Observes • Encourages • Clarifies • Confirms • Coaches
Application 	<ul style="list-style-type: none"> • Initiates • Self-monitors • Self-directs • Applies learning • Problem solves • Confirms • Self-evaluates 	<ul style="list-style-type: none"> • Affirms • Assists as needed • Responds • Acknowledges • Evaluates • Sets goals

*Source: Routman, R. (2003). *Reading essentials*. Portsmouth, NH: Heinemann.